



THE NORTH SHORE COUNTRY DAY SCHOOL

Fall-Winter 1976

BULLETIN



Freshmen try out the new ropes course after building it on the Hannaford farm west of Chicago. The pre-school week initiated PROSPECTS, the School's outdoor education program. See story on page 3.

In This Issue:

"Blind Men and Elephants", by Douglas C. Macdonald, Headmaster, an article discussing myths about independent education and NSCDS



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Winnetka, Illinois

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Prospecting At NSCDS

by Roger A. Shipley
Faculty Chairman, Prospects

In the late eighteen-hundreds "prospecting" meant setting out with little idea of what lay ahead into the wild country which made up the frontier of the time. There was the hope and the expectation that "what lay ahead" was gold; that the hardship and toil would result in the "prospector's dream": riches. The stories of the California and Yukon Gold Rushes are well documented and romanticized even today.

But "Prospecting" at North Shore? The word "prospect" literally means "forward looking." And the word "prospects" can mean, "what lies ahead." The Prospects program at North Shore incorporates both of those ideas. It is hopefully a forward-looking program, one oriented toward the future of the students at North Shore. And its primary interest is in what in fact does lie ahead. The Prospects program is interested in the process of looking ahead and in what one finds when you get there. It is this process which is both the important and the difficult thing.

We are surrounded by the here-and-now. The demands placed on us are generally the demands of the present, and for the Upper School student, that means the demands of a continuing educational program. At North Shore, that program is a rigorous preparation for the demands to be encountered in college, and that is as it should be.

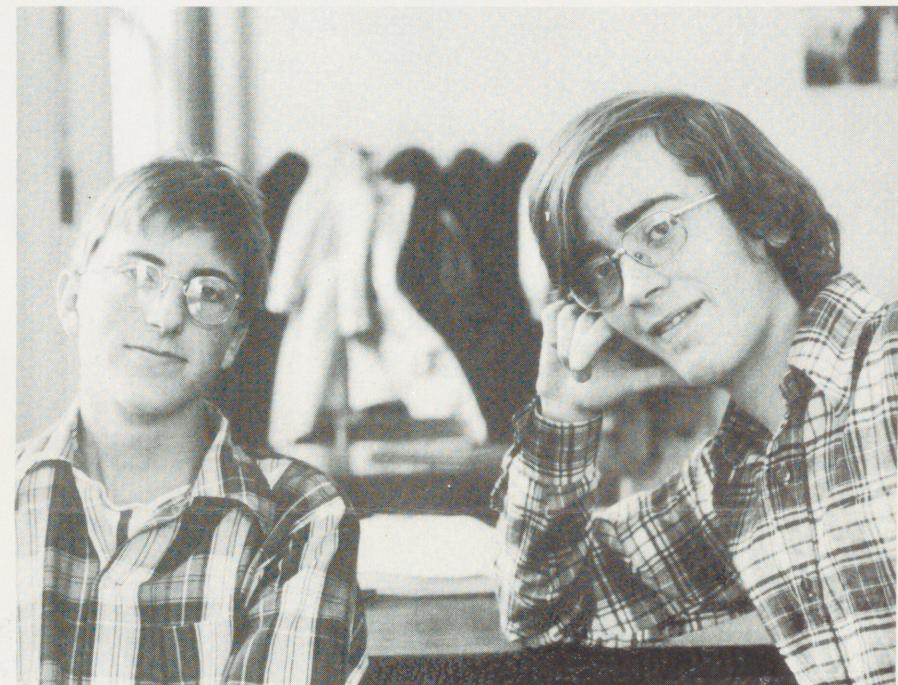
As educators, we have to be concerned about our student's preparation for the rigorous road ahead in college. We are constantly aware of that role. We are equally aware of the idea that what we can

do in the classroom is limited in how it prepares students to meet demands - not of college - but of life itself. There is a dichotomy to which most of us are sensitive: preparation is of two kinds.

One sort of preparation is more easily dealt with in the classroom: in order to take course X, course Y must have been completed in high school; or, you must have a thorough understanding of A before you can be expected to understand B. We can construct courses around these concerns: we can deal with them in the classroom.

Another kind of preparation is not so easily dealt with. We cannot easily construct courses which deal with judgement, logical decisions, dealing with others in groups, learning our limits and potentials - both physical and mental, learning to change our responses as changes occur in our environment, developing our self-confidence and self-image. We confront all of these in the classroom, and yet the classroom is often not the ideal situation for their exploration and confrontation. And yet, these are things which must be dealt with in life and the "real world." These things become the process through which we make our way through life.

Prospects is a new program at North Shore. Its format is that of outdoor education, and as such, offers the student a chance to develop in ways the classroom is not prepared to handle. The outdoor format is one where "pat" answers will not often serve. The "right" answer in a wilderness or semi-wilderness setting is the one which



Name Two Semi-Finalist Merit Scholars

Matthew Wells of Kenilworth and Alfred Siewers of Chicago, both seniors, have been ranked as semi-finalists in the 1977 National Merit Scholarship Program. They represent the top one half of one percent of the nation's most academically able students and are among 15,000 students who will remain in competition for some 3,800 Merit Scholarships to be awarded in the spring.

Receiving Letters of Commendation are Cameron Macdonald and Charles Knowlton of Winnetka, Astrid Newenhouse and David Sahlin of Northbrook, Jane Berliss of Highland Park, and Mark Sargis of Chicago. (photo by Bob Elisha)

works best to serve the needs of the participant - within the context of the environment and the group in which he or she is participating. The need to "look ahead" is keenly felt. "Ahead" may only mean the next meal, but to ignore that "forward" glance may mean a hungry stomach.

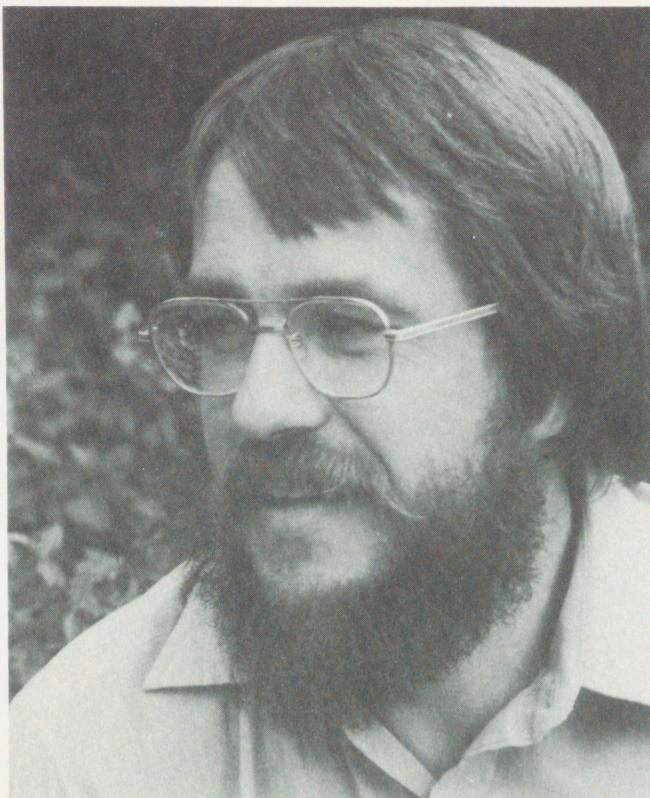
Prospects is not so concerned with "survival" as it is with living skills; not so concerned with the outdoors as with what can be learned there to bring back to everyday life... not just now but also in the future.

The program began in earnest last August when members of the Freshman class gathered at the

Hannaford farm for an intense five-day outing. Foster Hannaford, long associated with North Shore as a director and foundation member, has been extremely cooperative and helpful, and he has allowed us to use a wooded area of his dairy farm near Batavia, Illinois for the major program trips.

There, after a rigorously planned and executed five days, we learned two things: the concept of outdoor living and problem solving does work toward the goals we had hoped for, and the students enjoyed it. Although there were problems, they were of the logistics and plan-

(Continued on Page 3)



Blind Men and Elephants

by Douglas C. Macdonald,
Headmaster

I've been here nearly four years now, and while that's not a long time, it's long enough to give me some strong impressions of the school, some sense of its impact on the surrounding communities, and a sense of its possible mission in the near future. North Shore Country Day is a strong school. It was when I came and will be long into the future. I suspect the school has always been the interesting and occasionally inexplicable mixture of liberal and traditional, informal and rigorous, free and demanding processes that we can now find working every day. Knowing Nat French and George Eldredge well, and reading about Perry Dunlap Smith, I can see that each of them maintained that sense of excellence balanced with humanity which seems to me to characterize the way we work with children today.

But I can see some changes in the few years I've been here, and at least the ones I'll write about here I believe have been changes for the better. We are somewhat larger than we were, by about fifty children. We have managed to raise more money in annual giving than ever before in the school's history, increasing both the total amount as well as broadening the participation. We have managed to trim expenses where possible and run the school in a fiscally conservative manner while also paying off some of the debts the school had incurred in more difficult times. Salaries are proportionally higher and more fairly distributed than earlier, and the faculty plays an essential and powerful role in school governance. Teachers are inventing new programs, working closely with children at many stages of development, and generally doing an excellent and satisfying job in the classroom.

We are more academic and demanding than we were four years ago. Our courses are generally harder, books slightly more sophisticated with a little more emphasis on the classics, and we spend considerable time working on the basic skills of reading and writing intelligently. I walk through the school often, visiting classrooms, working with teachers on curriculum, watching how the school works and moves. I feel very pleased and good when I look at what we are doing. We are a very strong faculty, the best I've seen assembled in one school, and we work together as well as any group of adults I've known, developing curricula, responding to student needs, working with families, helping children and each other grow. The school in other words is in a very good place.

At this point you might wonder why I'm filling a few paragraphs with encomia. I must either be under attack, feeling depressed, looking for a raise, or carrying coals to Newcastle, selling the school to the already converted. None of these have spurred me to write. Instead I'm writing because I don't think we brag enough about ourselves, tell the world what a good school we are, or do enough to show our excellence to the world immediately outside our doors. In ways we have been too polite, too modest and sometimes too defensive about the school, not telling our immediate world enough of our accomplishments. It's not that we want to grow a lot; we can't handle more than thirty or so additional students without real over-crowding. We are operating at near capacity at a time when the public systems are closing schools and cutting programs. We even created an additional teaching position this September to accommodate increased enrollment.

But I'm tired of the general public's not knowing what an independent school is, thinking it must be a military school, a parochial school, or a school only for the halt, lame or otherwise incapacitated. I have never lived in an area that is as blindly chauvinistic about its public school or as naively accepting of the state's monopoly in education, not searching for the sorts of alternatives that independent schools bring. As an Easterner I was used to people assuming that independent schools were superior to public even when they weren't. In fact, I used to become embarrassed when people would tell me how wonderful the school was that I was running at the time; I used to haul skeletons out of the closet and parade our problems to bring us down to earthly size. On the North Shore I have the opposite problem. At cocktail parties and other social gatherings outside the family, I find myself either attacked on mythological grounds for threatening the smugness of the neighboring communities' worship of their schools, or patronized because our girls don't have matching warmup suits for hockey, a state championship such and such team, or four academic levels in which to pigeon-hole our students. Saying something critical or admitting something negative about the public schools comes close to attacking motherhood, the flag and moral uplift. It's poor taste, bad form and apparently subversive; at least it isn't done. Instead people seem to indulge in lots of mythology.

What I want to do in the rest of this essay is to dispel a few myths which some people in the area still seem to hold about our school. You, as parents and friends of the school, are our salesmen and advertisers. If I say we're good for kids, nobody has to listen because I'm an employee of the school. But if you say we're good, say it loudly, clearly, often enough, people will have to listen because you choose to send your children here instead of the public schools.

One of the most persistent and pernicious myths holds that we are a school for "problem children". That makes it O.K. to send your child here instead of to the public school; there must be something wrong with him or her. There are a number of ways to dissipate this myth, all hanging on the word "problem". If it means that students at North Shore sometimes have problems growing up, studying, learning something particular, making a hard decision, or facing something scary, I would have to say then that of course we're a school for "problem children". I know of no one alive who hasn't had problems, pains and terrors in these kinds of areas; and school-age children, given their incredible emotional, physical and intellectual growth, probably experience more of these problems than do adults. What's particularly good about North Shore is that we help our students face these kinds of problems more directly, intimately and clearly than can larger schools.

And we should hope that our children will face these problems. Imagine a life lived without them, even a young life. Sooner or later each of us comes to a dark night where we have to question our inner realities. Better that children should learn to face these kinds of problems early and in a supportive place. C. G. Jung makes an interesting and sobering comment in a letter to a young priest:

Doubt and insecurity are indispensable components of a complete life. Only those who can lose this life really, can gain it. A 'complete' life does not consist in a theoretical completeness, but in the fact that one accepts, without reservation, the particular fatal tissue in which one finds oneself embedded, and that one tries to make sense of it or to create a cosmos from the chaotic mess into which one is born. If one lives properly and completely, time and again one will be confronted with a situation of which one will say: "This is too much, I cannot bear it any more." Then the question must be answered: 'Can one really not bear it?'

(Continued on Page 3)



The New Playground for Lower and Middle Schools

**The North Shore
Country Day School
BULLETIN
Fall-Winter 1976**

President, Alumni Association
Francis R. Stanton '27

Executive Director
Mrs. William W. Talley

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310 Green Bay Road
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NSCDS does not discriminate on the basis of sex, race, color, religion or national origin, and administers its policies so that each student is equally accorded all the rights, privileges, programs, and facilities made available by NSCDS.



Service to the Hannaford farm is a standard part of any trip program. Above, freshmen clear pastures of obstacles and downwood and help with the feeding.



Prospecting At NSCDS

(Continued from Page 1)

ning types, and we found the students highly enthusiastic and cooperative.

So now we are "looking ahead". We are in the process of planning for the future of the program itself. We expect to have several more "prospecting" trips this year. The faculty and interested students must now plot a route across new territory for North Shore. We must work toward an integration of a new idea into an established system. We must raise money, plan

activity and chart philosophy. Above all, we must integrate this particular concept of "process" of living with the well-proven process of learning which has kept North Shore at the fore of education through the years. Together, perhaps these two ways of preparing our students for college and life can lead to the riches of the prospector's dream.

Roger Shipley, Chairman of PROSPECTS, is an Upper School English and industrial arts teacher and technical director of drama department.



Lunch time at one of the three student-cleared campsites was a brief rest in a hectic day - if you were careful with the knife.



The geodesic dome built by students serves as a main storage and preparation center at "domesite", the major cleared area.

Blind Men and Elephants

(Continued from Page 2)

We can only hope that North Shore can help our children lay the foundations for this kind of courage and trust.

Perhaps another sense of the "problem" myth comes from the reality that often children come to North Shore after they have already begun their education, perhaps after they have had a "problem" in their earlier school. Often this problem is boredom, lack of achievement, laziness, or lack of real involvement in the social or extracurricular life of their old schools. Sometimes just the change in size, the directness and intensity of North Shore makes the difference for these students. In any case we have a long history of making an enormous difference in the life and growth of this kind of student. Many students have been "turned on" to education, to confidence, to intellectual and artistic growth, just by coming here. That these students had a "problem" learning or growing in their old schools is more an indictment of those earlier inadequate learning environments than a criticism of the child or of North Shore.

Finally anyone who thinks that we educate children who couldn't "make it" elsewhere need only compare the lists and kinds of colleges and universities that all of our students attend after graduation. Not just our academic stars, but virtually all our students go to and usually stay in strong, well known and demanding schools. We stay in close touch with them and ask them about the kind of place we've been for them. With few exceptions students feel well-prepared, competent, and strong wherever they go on to college.

Another persistent myth public school advocates throw at the independent school, and especially at those like us in the "safe suburbs", is that going to North Shore keeps students protected from knowing the "real world". Somehow these critics feel that the large public systems are more real or represent the "real world". The problem here, of course, is the word "real". We could get into a deep metaphysical discussion and probably confuse each other, but one sense of "real" here deals with the question of diversity. The axiom runs: The public school has more students; therefore, the students there experience more diversity. One need only look at the essential homogeneity of living and working patterns in our suburbs to know there is not much social, economic or racial diversity in them. We've never done a statistical survey of diversity; I'm not sure what it would mean or how we'd do it. But one thing is clear about North Shore; we draw our students from a much wider geographical area, from Chicago to Waukegan and west to Barrington. That kind of spread gives us one kind of diversity. Our scholarship program guarantees us another. In fact the only kind of diversity we don't really have is academic diversity; because we have selective admissions and a demanding curriculum, we find we are too hard for students of average or below-average ability.

But I suspect that advocates of the "real world" mean that North Shore is easier because it is smaller. I wonder in answer to this position whether it's healthier to be part of a large, quite anonymous peer group, one face among hundreds, perhaps thousands, moving in packs through a well organized institution; or whether it's healthier to be an individual in a small place, human in scale, reachable, touchable, and changeable because all its people are known, visible, and accessible. One thing a student can't be at North Shore is part of the crowd, anonymous or invisible. We don't really have a system, or even a set of curriculum in the published and packaged sense. We are human beings learning, exploring, comforting and caring together. Sometimes we are very hard on each other, even perhaps cruel or unfair in our expectations of excellence and depth in each other. But if "real" means clear, palpable and strong, then North Shore is a very real place to be. Somehow I prefer this kind of intimate and compassionate reality to the reality of the large machine.

These are some of the myths we bump into when we show our school to the world around us. Those who work within the school know how good and how real we are. But we cannot sell and show the school as well as you can. I hope that what I've written here will make you look at the school and our work there with a close and caring scrutiny. If you find we are as good as we claim to be, we hope you will brag a little to the world around you, so we can bring our goodness to more people who need and would enjoy us. If you think we have a way to go before we live up to the image I've described here, I hope you'll tell us and help us live up to our own myth.

On Teaching English

by Sonia Fischer,
Chairperson, English Department

In the Upper School English Department, we ask the same questions English teachers around the country are asking. What kinds of courses will turn kids on, teach them something about literature, about themselves, about life? What kind of work will be suitable to their levels of intelligence and challenge them to think? What kinds of devices can we employ to make grammar as fascinating and entertaining as Happy Days? How can we help them to love books, become good writers, thinkers, and readers as well as intelligent TV-watchers and movie-goers? How can we prepare them for the demands of college English, and before that, for the trial by fire of the College Boards? The Old System, that one that we as students accepted so passively, certain it was best for us, doesn't seem to work any more. But are the Harbrace Handbook and the histories of English and American literature relics, of interest mostly to English teachers who studied them? Some educators believe that scratching those standards is detrimental to students. "Back to basics!" they cry.

These kinds of questions can energize as well as depress and overwhelm. Individually and as a department, we come up with wonderful ideas and have a lot of fun trying to find imaginative answers. Maybe the Foxfire experience can be brought to North Shore. (Foxfire books, researched and written by Appalachian students, collect and preserve mountain crafts and lore.) Winnetka is a long way from Raven's Gap, Georgia, but perhaps we can study this community in similar ways.

We play with ideas and plan theme courses "Love," "The Journey," "Heaven and Hell," "The Hero," "Law and Literature." We argue about the place of films, field trips, games.

How can we use Chicago? Whole experiential writing programs based on trips to Chicago flow into possibility. We invent humanities curriculum and imagine units on creative dramatics. We quote from books by our favorite educators and share clever tricks of the trade. Animatedly, we exchange visions of the ideal class.

There's nothing like the depression teachers in any discipline feel when they sense they are failing. I've always identified with the comedian whose jokes do not produce the expected laughter - every teacher of every subject knows those days when the subject matter, as much as he or she tries, does not seem to reach the students. Somehow we need to mesh the

ideal with the real, and the discussions in the English Department need to take very practical turns, too. "I have an incredible spread of abilities in my seventh period class." "How can I make Heart of Darkness as meaningful to the kids as it is to me?" "What are we going to do with kids who just can't spell?" I've got a student who finds the physical act of writing impossible!" and, - always - "Can you actually teach writing?"

The question of "teaching writing" has always plagued English teachers and deserves some space here. Language as an art is used in all disciplines, not just English. Our colleagues agree that their departments should be as concerned with spelling and usage and style as we are. Effective expression must be a concern shared by all educators--parents included. Mark Johnson, a writer and secondary school English teacher, explains in a recent Yale Alumni Magazine article that students must learn different writing skills and approaches for doing a lab report, a critique of poetry, a marketing analysis or an historical essay. He says that many people believe "that 'teaching English' is the same thing as 'learning parts of speech, diagramming sentences, memorizing vocabulary tests, constructing symmetrical outlines, filling out book report forms and practicing for the SAT's.'" But, he notes, these activities have never been shown to produce people who love language or who can write well." These are also activities that would drive me right out of the profession were they the only part or the most important part of teaching English. Johnson goes on to say that the student whose English program is designed in the above fashion is sometimes seriously unprepared for expressing his own ideas in college. And so we look for alternatives.

Of course, we struggle to offer an understanding of structure of language in our classes--we attempt to show the relationships between form and content, but we emphasize the expression and the appreciation of ideas and caring enough about what they say to find the best way to say it. We ask our students to do a lot of writing from personal journals to research papers. We have thought about creating a writing lab where students can go to volunteer teachers from all departments for help in writing. This may help diminish the idea that writing is the province of English teachers only. And we strongly support teachers in other departments who correct their students' writing errors.

Johnson says a person acquires his language pattern before he or

she reaches the age of 7 or 8. His talking, listening, reading and entertainment environment before this time are essential influences on his later accomplishments in expression. And sometimes we wonder about just how much we can do. Attitudes about learning are instilled in many ways and often a long time before we meet our students. We compete with vigorous and attractive opponents as well as insidious and consuming ones: Kojak, WCFL, Hustle, adolescent problems with authority, with friends, with love, and with parents. We seek to set standards and inspire and befriend and teach. We try every day, but sometimes we have to admit to only one good discussion or the lights going on for only a few students. Teachers have high expectations for themselves and for students--it's hard to "settle" and harder to hide our disappointment. But students don't respond to disappointment with much besides guilt or defensiveness. We need to adjust our expectations to our students' abilities, or perhaps just beyond them. The ideas we share, the programs we invent, the

philosophies we discuss are useless without building a rapport with our students. We must know more about "where they're at" on many levels before we can truly be successful.

So we take satisfaction in the sharing that goes on in the English classroom, the sharing of ideas and experiences and dreams. We take pleasure in the understanding of a poem or a novel or a concept a student may achieve in our class, a well-written paper, a well-expressed idea; we delight in the connection a student may make on his or her own. Luckily at North Shore, we can respond to a students' needs for structure while encouraging independence and self-teaching. And we continue to look for the ideal - to invent curriculum, devise new teaching 'tricks' and unearth old ones, share successes and examine failures. With the support of colleagues and administrators, we can take "risks" in the classroom in an attempt to teach more effectively and that makes our jobs exciting, frustrating, challenging, scary, and ever-changing. It helps us grow and, hopefully, helps our students grow.



David W. Osberg, left, Head of the Upper School, was chairman of the 1976 National College Fair held November 12 and 13 at McCormick Place. Representatives from over 300 colleges gave area juniors and seniors and their parents an opportunity to gather college information and ask questions. The Fair is sponsored by the National Association of College Admissions Counselors.

Alumni Notes

Mrs. Lawrence E. Norem (Carolyn Case, '22) writes from Winter Park, Florida, that she is busy there with clubs and close friends, concerts and plays. She also visits her two daughters every year, one in Denver and the other in Toronto, each of whom have four children.

Herbert N. Woodward ('29), author of "Capitalism Can Survive in a No-Growth Economy", a new book published by Walker & Company, was guest at a recent autographing party held at The Book Stall in Winnetka. His new book directs questions to basic issues of our economic system. He also wrote "The Human Endeavor" published in 1971. A graduate of Cornell, Mr. Woodward is Chairman of Intermatic Incorporated, and serves as Chairman of the Board of Trustees of Blackburn College. He is married to the former Nancy Thomas, class of '32. Their two daughters also attended North Shore with Cynthia graduating in '56 and Debbie finishing her freshman year in 1965.

Mrs. Craig S. Vincent (Jeanette Hill '30) of San Cristobal, N.M. was in Washington as a "presenter" last August for a Smithsonian Festival of American folk life when the southwest was featured. Her husband was recently elected to the New Mexico board of A.C.L.U. and he devotes much time to community water problems in San Cristobal. Their former ranch is now a foster home for children and is called San Felipe del Rio. Their son, Larry, and his family are in Knoxville while he prepares for studies toward a Ph.D in forestry at the University of Tennessee. In the spring they will return to Merida, Venezuela. The Vincents' second son, Mike DiSanti, is taking the semester off to work and do some study with his telescope, and their third son, Dimian DiSanti, is now at the University of New Mexico after spending his first college year in San Francisco. His field is music with jazz guitar.

Patty Schoellkopf, ('32), has given the school a gift in memory of her mother, Marion I. Calkins, which has been used toward the installation of a new playground on campus. The two unit playground (see picture on page 2) was erected this summer between the Arts Center and Lower and Middle Schools.

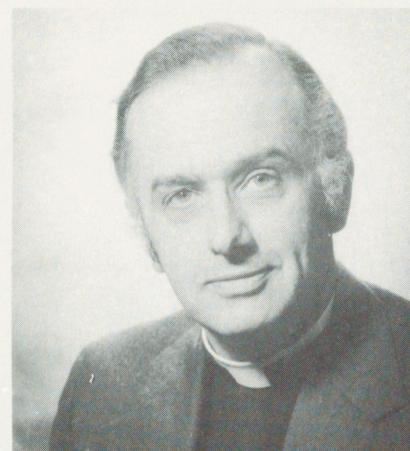
Father Michael J. Blecker ('49), began his fifth year as president of Saint John's University at Collegeville, Minnesota, this fall. He graduated from Saint John's School of Divinity and received his

Ph.D. in 1964 from the University of Wisconsin. Returning to Saint John's as an associate professor of history he later became Director of the Honors Program and, in 1967, Chairman of the Department of Theology. He was named President in 1971.



Father Michael J. Blecker ('49)

The Rev. Timothy S. Rudolph ('50) is Rector of St. Martin's Episcopal Church in Daly City, California. He has been with that parish located on the southwest edge of San Francisco since 1969. He and his wife have two children, Jennifer, 8, and David, 6.



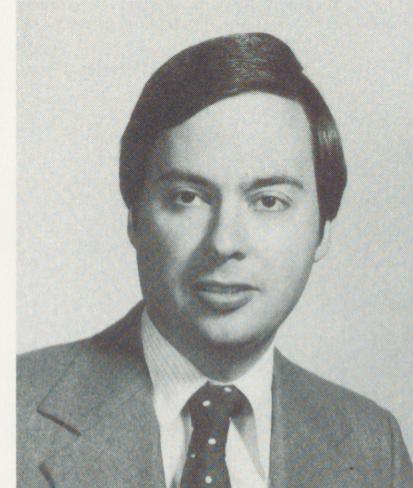
The Rev. Timothy S. Rudolph ('50)

Charles Newman ('56) has a new book out, "There Must be More to Love than Death", published this fall by Swallow. Reviewed in the Chicago Sun-Times, the book is three stories: "Terminal Unit", "The Five-Thousandth Baritone", and "A Dolphin in the Forest, a Wild Boar on the Waves".

IN MEMORIAM

James P. Young ('27)
Malcolm W. Stevenson ('22)
D. Russell Palmer ('30)
Barbara Lindsay Haight ('67)
(Mrs. Robert D. Lutton)
Sally Ann Mullins ('65)

Robert F. Spindell, Jr. ('61) has been appointed National Director of Marketing for Church's Fried Chicken, Inc. Headquartered in San Antonio, Texas, Church's currently operates 580 stores in 22 states.



Robert F. Spindell, Jr. ('61)

MARRIAGES

Michael John Graham ('70) to Wendy Evans
American Graduate School
of International Business
Thunderbird Campus Glendale,
Arizona 85306

Judy Price ('68)
to William Fleenor
1441 Detroit Avenue 211 Concord, California 94520



Jonathan Reinsdorf, first grader, likes to climb on the chrome horse outside Lower School.



At Morning Exercise a delightful program is shared by Kindergartner Chapin Hemphill and Senior John Strauss.

Expanded Alumni Party - January 2

The traditional Alumni Christmas Party will be greatly expanded this year. Scheduled for Sunday, January 2, this year's party in the Arts Center from 5 to 8 P.M. features live music and dancing. Joining the Alumni Association as hosts are the Board of Directors, the Woman's Board and the Parents' Association to honor Foster Hannaford for his many years of service to the school as a member of the Board of Directors and as head of the Foundation.

The North Shore Country Day School Annual Report 1975-76

1976 has been a banner year for North Shore. Enrollments, income, annual giving, and college admissions are all "up". We've added a number of new and exciting programs which we report on in the body of this paper and in general had one of the most exciting years in recent memory. Just as this report is the product of many hands and many energies, so is the success of this year's school program at North Shore. Teachers, parents, students, and friends of the school have all contributed their creative energies, their talents, their care and their time to touch the lives of the students here and to help all of us grow. In a difficult economic period when many private institutions have been faced with lean times, North Shore continues to prosper because of the good work of its community and the good will of its friends.

In the report that follows, we attempt to give you some of the highlights of this year. All of you who have been connected with the school know in detail what the year has meant to your own children. But it's fun at this time of year to look back with a little tranquility and to see some of the important things that have happened to people we've known and some of the important projects undertaken by people we work with. We want, too, to give you a clear picture of the finances of the school so that you realize the sound fiscal position that we find ourselves in, and so you can appreciate too the commitment and competence of the Board and the business staff in managing the finances of the school so effectively. I hope you'll read and think about this report at your leisure and feel free to contact any of the school administrators or Board members with any questions and ideas you may have about it.

Lower School

In this year of Bi-Centennial commemoration it seemed appropriate to the Lower School faculty to return to an early School tradition. Little Morning Exercises were held in the Music Room of Walling Hall as they were in the days of Perry Dunlap Smith. Many of these programs dealt with the life and customs of young America and were so designed to enrich the social studies curriculum.

The new activities center added another dimension to the children's school experience. Cooking, from soup to mousse, needlepoint, breadmaking, herb planting, cross stitch and art and craft activities were offered in work shops by volunteers. Evaluations were sought from volunteer, student and teacher so that this program, new in '76, can be more fully developed next year.

In June, after two years of study and discussion, the faculty completed work on a developmental reading curriculum. Undertaken to establish a cohesive flow from grade to grade, the program is designed to meet individual needs and remains consistent with the philosophy that ability and growth vary from child to child. And to enhance the physical education program, final decisions were made on the design of a new playground. In September, students will be greeted by these facilities, a stunning departure from the usual equipment.

Middle School

The Middle School age is one in which young people make great spurts of growth, intellectually and emotionally as well as physically. We continue to offer demanding and intellectually-expanding experiences to help students develop skills, gather information, solve problems and enjoy our world. In pursuit of these ends, students participate in traditional classes, independent work and small group projects.

Examples of these experiences: all 7th and 8th graders took an intensive short course in spelling taught by our reading specialist; the same groups put on French puppet shows. All participated in our Science Fair (one of our projects went on to the State Science Fair to win a first place there also). The girls showed the poise of Nadia in their gymnastics show. Class productions included the 6th grade musical "Revolutionary Ideas"; the 7th grade "Fairy Tales Can Come True", a Gilbert and Sullivan parody by Roger Shipley; the 8th grade excerpts from "Brigadoon".

Experiences beyond our campus were of great variety. The 6th grade hunted fossils. The 8th grade spent 5 days in Northern Wisconsin learning about the Indians, the woods and themselves. All grades sampled the cultural offerings in Chicago with visits to the Art Institute, the Youth concerts, a lecture-demonstration by Arthur Mitchell and his dance troupe and a performance of "The Merchant of Venice".

Creative, knowledgeable teachers and supportive parents together helped to produce an atmosphere conducive to the growth of the Middle School child.

Upper School

This was an excellent year academically. Students were able to choose from the broadest number of courses ever offered in the Upper School and

distinguished themselves collectively and individually in the quality of work produced. In May, all students in Grades Eight through Twelve participated in "Interim Week", a week in which each teacher offered a group activity involving from five to thirty students. Examples included an archeological study, auto mechanics, a study of mental hospitals, and City Skills--a group exploration of Chicago. During this time other students participated in internships--an opportunity for a student to work one-on-one with a business or professional person. The results were so encouraging that we have decided to repeat the program next year.

Athletically, the girls once again won championships in field hockey and basketball, while the boys took the League Championship in baseball. The addition of the tennis courts brought about significant improvement in both girls' and boys' tennis teams.

This year's graduating class was unusually successful in their college acceptances. More important, they made thoughtful and realistic choices in the colleges they will attend. We look forward to hearing exciting things from them in the future.

Financial Summary

Though our annual certified audit is not yet complete, we thought we might give you an approximation of our financial position.

For the school year ending in June, our revenues increased approximately 15% over the prior school year to \$1,200,000. The increase represents both the increased enrollment and increased tuitions and fees, as well as a record amount in gifts from alums, parents and friends.

Our major expense categories are as follows:

For salaries, supplies, library expense and associated teaching and program expense we spent \$610,000. To purchase food, books and supplies to operate our summer day camp and to provide bus service \$207,000 was expended. We accelerated our property maintenance program during the school year, and for that in combination with utilities, normal repair, maintenance and salary accounts, we expended \$148,000. And \$204,000 was spent in the administration of the school: the business, admissions, registrar's, public relations and headmaster's office, in addition to major operating expense items such as telephone, postage, insurance, interest and audit fees.

The capital structure of the school was improved through the reduction in an orderly planned way of our remaining mortgage and reduction of the outstanding debt on our recent bus purchases. The capital structure improvement aggregates \$30,000, reflecting the reduction in debt.

At the close of the school year we estimate the net worth of the school to be \$3,408,000: this is essentially a net of our major asset, the real estate with an estimated value of \$3,718,000 minus our total indebtedness which at the close of the school year is estimated to be \$310,000.

Our annual Bell Ringer drive deserves special mention. Chaired by Richard Franke, contributions from all areas of the school family reached record highs. Franny Stanton, Jean Talley and Dick Golden organized the alumni drive once again and raised \$13,500. It's important to note that of the \$150,000 in Bell Ringer funds received or pledged, nearly \$40,000 are for specific uses. This includes a major grant of \$21,000 for our auditorium, \$9,000 for additional playground equipment, and \$7,500 for the establishment of a music foundation.

No doubt we'll always run out of funds before we run out of interesting and useful ideas; however, we're able to provide our students with a meaningful educational experience while we manage our school on a businesslike basis.

As you can see from the contents of this report, North Shore Country Day School is a vital, flourishing and exciting institution. We have a strong and coherent community of teachers, parents, Board members and friends all working together to make the lives and careers of the students here as exciting and as creative as possible. Our students leave us with a strong foundation intellectually, socially, and emotionally. We are proud of our community and the families that constitute it. We face the future with excitement, enthusiasm, pride in our accomplishments, and a deep sense of gratitude for the commitment and competence of all those people whose efforts have made the school what it is today. We look forward to seeing all of you in September.

Douglas C. Macdonald
Headmaster

Offer Scholarships For 1977-78

Academic scholarships to the North Shore Country Day School for the school year 1977-78 reach into all North Shore communities for outstanding scholars. \$15,000.00 in scholarships for

grades 1 through 9 will be awarded on the basis of academic merit and character; financial need is not considered.

Applications must be made by Saturday, February 12, the day of testing. For further information phone the Admissions Office at 446-0674.

ATHLETIC SCHEDULE

BOY'S BASKETBALL SCHEDULE - 1976-77

Sat., Nov. 20	Elgin Academy*	2:00 P.M. Here
Mon., Tues., Wed., Nov. 22-24	Elgin Academy Tournament	
Sat., Nov. 27	DeSales Prep*	12:30 P.M. Here
Tue., Nov. 30	Wheaton Christian Academy*	6:00 P.M. There
Sat., Dec. 4	Morgan Park Academy*	2:00 P.M. There
Tue., Dec. 7	Glenwood School	4:00 P.M. There
Fri., Dec. 10	St. Michael's Central	4:00 P.M. Here
Tue., Dec. 14	Quigley North	4:00 P.M. There
Thu., Dec. 16	Harvard-St. George	4:00 P.M. There
Tue., Wed., Thu., December 28-30	Latin Tournament	
Tue., Jan 11, 1977	Francis Parker	4:00 P.M. Here
Fri., Jan. 14	University High	4:00 P.M. There
Fri., Jan. 21	Latin School	4:00 P.M. Here
Sat., Jan. 22	Elgin Academy	2:00 P.M. There
Fri., Jan. 28	Lake Forest Academy	4:00 P.M. There
Tue., Feb. 1	Morgan Park Academy	4:00 P.M. Here
Thu., Feb. 3	Glenwood School	4:00 P.M. Here
Tue., Feb. 8	St. Michael's Central	4:00 P.M. There
Fri., Feb. 11	Quigley North	4:00 P.M. Here
Tue., Feb. 15	Harvard St. George	4:00 P.M. Here
Fri., Feb. 18	Francis Parker	4:00 P.M. There
Mon., Feb 21	State Basketball Tournament - Away	

* Denotes Non-League Games

ISL Girls' Volleyball Schedule 1976-1977

Tue., Nov 16	Lake Forest Academy	4:00 P.M. There
Fri., Nov. 19	Latin School	4:00 P.M. Here
Tue., Nov 23	Morgan Park Academy	4:00 P.M. There
Tue., Nov 30	Latin School	4:00 P.M. There
Fri., Dec. 3	Lake Forest Academy	4:00 P.M. Here
Fri., Dec. 10	Harvard	4:00 P.M. Here
Tue., Dec. 14	University High	4:00 P.M. There
Thu., Dec. 16	Francis Parker	4:00 P.M. Here
Thu., Jan 6	Harvard	4:00 P.M. There
Tue., Jan. 11	Francis Parker	4:00 P.M. There
Fri., Jan. 14	University High	4:00 P.M. Here
Tue., Jan. 18	Morgan Park Academy	4:00 P.M. Here

District - Week of January 10, 1977.

ISGL Basketball Schedule-1977

Tue., Feb. 1	Morgan Park Academy	4:00 P.M. There
Tue., Feb. 8	Francis Parker	4:00 P.M. Here
Tue., Feb. 15	University High	4:00 P.M. There
Fri., Feb. 18	Lake Forest Academy	4:00 P.M. Here
Mon., Feb. 21	Lake Forest Academy	4:00 P.M. There
Tue., Feb. 22	University High	4:00 P.M. Here
Tue., Mar. 1	Morgan Park Academy	4:00 P.M. Here
Tue., Mar. 15	Latin School	4:00 P.M. Here
Wed., Mar. 16	Francis Parker	4:00 P.M. There
Tue., Mar. 22	Latin School	4:00 P.M. There

Sub-Regionals March 7-10, 1977

Send news and pictures about you, your career, and your family to:
Mrs. William W. Talley, Executive Director of Alumni Association
The North Shore Country Day School
310 Green Bay Road, Winnetka, Illinois 60093

My News: _____

Name: _____



COMING EVENTS

CHRISTMAS WEEK

(to confirm dates and time, phone 446-0674)
 The Camerata Vocale
Dec. 13, 10:30 Auditorium

The Sangerbund

Dec. 14, 10:30 Auditorium

Santa Claus Party

Dec. 16, 10:30 Boys Gym

Christmas Program

Dec. 17
Lower School 1:00
Music Room in LS
Middle and Upper Schools 2:15
Auditorium

ALUMNI PARTY (EXPANDED)

Sunday, January 2
5-8 P.M. Arts Center

"H.M.S. PINAFORE"

March 11, 12, 18, 19
Auditorium

Grandparents' Day

April 29

INTERIM WEEK

May 8-14

COMMENCEMENT

June 17

A School For Families

North Shore cherishes its role as a family school - where on one campus fourteen years of education are offered. Representing an outstanding example of this are the five Bransfields - Mark in third grade, Michael (in tree) sixth grade, Marjorie in seventh grade, Miller in ninth grade, and Susan in twelfth. Their mother, the former Marjorie Sinek, graduated from North Shore in 1950, and their father, Frederick M. Bransfield, is a member of the school's Board of Directors. (photo by Bob Elisha)



Three steps in making a photograph; positives and negatives made by cutting a black paper stencil, by Debbie Hitchcock, an eighth grader.

The North Shore Country Day School
310 Green Bay Road, Winnetka, Illinois 60093

BULLETIN

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